Maximizing Teacher Performance and Student Learning Outcomes through Creative Management Principles

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Abstract

To maximize teacher performance and student learning outcomes, creative management from the principal is needed to support development and innovation to improve the quality of education. To maximize teacher performance and student learning outcomes under the creative leadership of school principals at the elementary to high school and/or vocational levels in Jakarta, Bogor, Tangerang, Depok, and Bekasi (Jabodetabek). This study analyzes factors like critical thinking, collaboration, vision, emotional intelligence, and environment. Respondents in this study consisted of 200 educators selected by convenience sampling method, with sampling using the Krijcie Morgan method. Data was collected using discussion methodsand the distribution of online questionnaires to respondents. The study was conducted using quantitative methods. Data analysis was performed using AMOS. This study demonstrates that teacher effectiveness and student learning outcomes are positively impacted by the principal's managerial ability, which is also favorably influenced by the school's environment, emotional intelligence, school vision, and critical thinking abilities.

Keywords:
Teacher Performance, Student learning outcomes, Principal's creative management.

Introduction

This study is different from previous studies. The development of digital technology has an impact on various aspects of life, including education. In the field of education, the implementation of education requires creative development, critical thinking, collaboration, and communication. One of the things demanded by the principal is especially managerial in the management of his educational institution. The creativity of the principal greatly determines the success or failure of the educational process and outcome. So far, there are still few studies that focus on the creativity of school principals, but research on this matter is very important, especially in producing quality and competitive human resources.

The importance of principal's creative research topic is important, as an adaptive attitude toward environmental development.
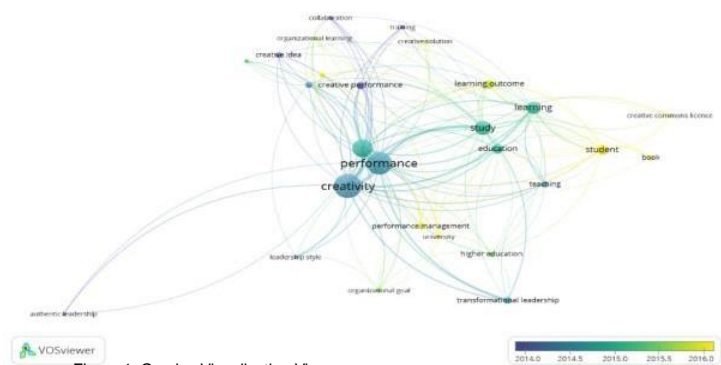

Figure 1. Overlay Visualization View
Source: Research Data, 2023

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Furthermore, the overlay visualization is displayed in the image. The gradation of the node color to yellow indicates a newcomer author while the node color gradation to purple indicates an old writer.
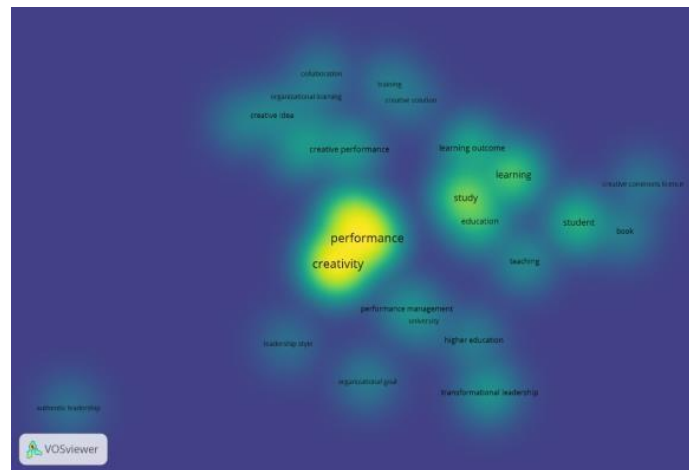

Figure 2. Density Visualization Display
Source: Research Data, 2023

The color at each point in the density visualization represents the item's density at the specific point. Density visualization is useful for knowing the bibliometric picture by paying attention *to* items that are important to analyze. The colors in the density visualization range from blue to green to yellow. The point is colored yellow the more items there are surrounding it and the heavier the item is concerning other items. Conversely, the point is blue because, about the other item, the fewer items there are surrounding it, the lighter the other item is. The image showsthat the results of the density view visualization analysis are yellow and green, which means that the item is important to analyze. This means that the research variables used by researchers are important variables to be analyzed and still need to be studied more deeply.

Literature Review
1. Maximizing Teacher Performance
To maximize teacher performance, there are several aspects needed to be able to form optimal performance. The following are some aspects needed to maximize teacher performance:
***a.* Critical Thinking**
While critical thinking refers to the application of reason to decision-making, critical thinking also refers to a skeptical mindset, a persistent search for issues, and astute analysis. To put it simply, critical thinking is the capacity to apply knowledge for specific purposes to approach a problem in a thorough, methodical, and focused way (Ennis, n.d.; Patricia, 2010; Ryan, 2015; Changwong et al., 2018; Lai, 1995); Hitchcock, 2017; Heard et al., n.d.). A critical thinker can formulate problems carefully and accurately, locate the necessary facts, select arguments that are logical, relevant, and accurate, identify the best ideas, and assess the effects of decisions made (Ennis, n.d.; Lai, 1995;Hitchcock, 2017; Cottrell & Macmillan, n.d.; Heard et al., n.d.) There are at least 4 (four) types of critical thinking, namely: Relevance, Novelty, Outside Material, and Ambiquity Clarifed Linovhr, 2022.

Relevant in the sense of having a link or close relationship related to the subject matter at hand, or whether or not the thought is connected to the subject matter at hand Mohd & A, 2004; Linovhr, 2022) Novelty is related to the noveltyof thoughts or ideas in solving theproblem at hand. The source of ideas or thoughts used to solve problems is related to outside material. Furthermore, ambiguity is made clear concerning whether or not the ideas or thoughts put forth can resolve the current issue and end the

impasse (Linovhr, 2022).

b. Collaboration

To be creative, a principal must also be able to promote collaboration, which is the process through which organizations exchange knowledge, assets, and accountability for organizing, carrying out, and assessing program activities to accomplish a goal. To co-create a group of entities by bettering each other's abilities, this concept proposes sharing risks, resources, responsibilities, rewards, and a feeling of shared identity (Camarinha-Matos, 2010; Keyton, 2020; Scoular, C., Duckworth, D., Heard, J., & Ramalingam, 2020).

The principal must promote internal, external, learning, and research cooperation, among other forms of cooperation. The ability to foster cooperation among members of the school community, including the principal, teachers (subject, guidance, counseling, sports, etc.), administrative staff, and others, is referred to as internal collaboration. The capacity to form alliances with entities outside the school by exchanging knowledge, assets, and duties to organize, carry out, and assess an activity schedule aimed at achieving academic objectives is known as external collaboration (Armstrong, 2015; Hausburg, n.d.).

To realize the idea of students actively achieving learning objectives, collaborative learning refers to a form of cooperation between teachers and students as well as students and students in small groups (Gokhale, n.d.; Quennie et al., 2017; Smith & Macgregor, 1992) Lastly, group cooperation to conduct research on special needs and problem-solving in schools is known as collaborative research (Brown & Flood, 2018).

c. Teacher Performance and Student Learning Outcomes

The management of educational personnel, or all the elements that makeup school institutions, is crucial to achieving the vision and goals of a better future for education. These elements include principals, teachers (of subjects, religion, sports, and other subjects), administrative staff, security officers, janitors, and other functional personnel (BP teachers, librarians, laboratory assistants, and learning resource technicians). In addition to the duties and responsibilities assigned to each worker's status, labor management also involves initiatives to raise standards of professionalism and work competence. The development and use of digital technology for learning, as well as the mastery and preparation of teaching materials, time management, learning methods and approaches, assessment, and selective learning, are all greatly aided by the role of teachers (Regulation of the Minister of National Education of the Republic of Indonesia No. 14/2005; (Agung, 2018).

The administration of all resources within the school is a component of other management. The optimal achievement of educational goals in schools is achieved through the effective and efficient arrangement, utilization, and arrangement of all school resources in school administration management. School administration encompasses the following: student administration, faculty and staff, organizational structure, finances, infrastructure, community relations, school-community relations, and special services (internal and extracurricular activities, counseling, guidance, student health units, school cooperatives, and counseling) (Usman, 2018).

The advancement of digital technology makes it easier and more efficient to organize school administration so that it can be best used to further student learning. Providing direction in school administration, offering feedback to improve educational processes and outcomes, enhancing the quality of school administration implementation, maintaining administrative order, and effectively and efficiently supporting the accomplishment of school programs are some of the goals of regulating and structuring school administration.

Intra-curricular management pertains to the control of educational technology in classrooms and is another form of management. This arrangement is used not only in educational institutions but also highlights how important it is for teachers to monitor their student's progress to meet the minimum requirements for learning completion. Numerous factors, including learning distribution and schedule, syllabus development, lesson planning, use of learning approaches and methods, use of learning

facilities in schools and other locations, revision, assessment of learning outcomes, absorption data, and so on, need to be considered in intra curricular management (Setyowati, 2021).

Extracurricular activities are extracurricular activities offered after school that are planned following the needs and circumstances of the school and tailored to each student's interests and abilities. This is one area where the principal's managerial creativity shines (Decree of theMinister of Education and Culture No. 060/U/1993 and No. 080/U/1993; Riadi, 2019). Developing students' skills, interests, and creativity; realizing students' potential; promoting democratic attitudes, and upholding human rights are some of the goals of extracurricular management. Basic leadership exercises, youth Red Cross, scouting, scientific research, sports, and the arts are examples of extracurricular activities.

Lastly, the principal's inventiveness in managing the school's operations is linked to his or her attempts to get the community—particularly the parents—involved in assisting with the implementation of education. To support the accomplishment of educational goals, parental participation is regarded as crucial, as is mental and emotional involvement (Davis, 2008; Huneryear & Hecman, 2009; Bianchini &; Verhangen, 2016). Management of community participation by school principals, as far as possible to build awareness, attitudes, and behaviors so that they are actively involved in voluntarily contributing to education implementation programs in schools starting from planning, implementation, and monitoring to evaluation.

The community and schools collaborate in several ways to carry out participation, such as through school funding, learning infrastructure, academic support, cultural engagement, and evaluation (Ahmad, 2013; Normina, 2016; Dove,Zorotovich, & Gregg, 2018). Funding participation is the term used to describe the community's and parents' financial support of schools' needs in providing education.

Support for material needs, including those for constructing classrooms, learning areas, and learning facilities (books, learning media, and so forth), is provided by learning infrastructure. Academic engagement is a means of supporting academic endeavors through internships, student training, expert provision for enhancing teaching proficiency, and other means. Cultural participation encompasses the community's and parents' involvement in moral education, student character development, and cultural education (dance, music, etc.). Participation in evaluations refers to the community's and parents' involvement in directing and implementing education as well as providing feedback for enhancing and enhancing educational outcomes.

It is believed that the above realization of the principal's managerial inventiveness affects teacher effectiveness and student learning results. The primary focuses of an educator's performance evaluation are the areas of work quality, work knowledge, creativity, and collaboration with peers. There will be an impact on learning outcomes aspects and indicators, character development, the rise of excellence and competitiveness, and communication in the form of problem-solving and idea-expressing skills.

d. *Principal's Creative Management*
The rapid development of digital technology has brought countries closer together, creating a fiercely competitive environment as they vie for scarce resources. A country possessing highly skilled and competitive human resources, capable of capitalizing on the competitive environment for the betterment of its people. Therefore, school administration, which often adopts a boring, passive approach and results in subpar student learning outcomes, must take the lead in implementing the education system. On the other hand, to support every facet of the school, school administration must be more innovative, goal-oriented, and capable of creating and utilizing digital technology. Specifically, school administration requires principals to exercise greater creativity in spearheading initiatives to cultivate superior and fiercely competitive human resources (Heard et al., n.d.-b; Hitchcock,2017b; Lai, 1995b) (Heard et al., n.d.-b; Hitchcock, 2017b; Lai, 1995b).

Research Methods
To produce more thorough, legitimate, dependable, and objective data for a research project, this mixed research method integrates quantitative and qualitative research techniques (Sugiyono 2015).

This study analyzes indicators of variables that have been determined according to the purpose of the study using data analysis techniques in the form of descriptive analysis, validity tests, reliability tests, and structural equation modeling (SEM) tests. The AMOS 24 device was usedas a statistical analysis tool to test data in thisstudy. The validity test is carried out by applying Exploratory Factor Analysis (EFA). EFA is the right method for analyzing factors using diverse variables. The recommended minimum value to provide valid research results is 0.50 (Hair et al., 2019). Reliability is used as a testing effort to see the consistency of variables measured based on the relationship of indicators to one another. The reliability test formula in this study used Cronbach's alpha. The minimum value of Cronbach's alpha suggested in the reliability test for this type of study is 0.70. The data analysis technique used inconducting hypothesis testing is testing Structural Equation Modeling (SEM) using AMOS. SEM is a statistical model that can provide conclusions from the relationship or influence of several variables tested (Hair et al., 2019).

Furthermore, to analyze the path of each hypothesis this study uses the direct influence hypothesis test and the Sobel test to test indirect influence. The direct influence test is used to analyze the path connecting two variables using one arrow between them. In determining the direct influence of the tested pathway, a C.R. value of > 1.96 and a P valueof > 0.05 are needed (Hair et al., 2019). After knowing the direct influence hypothesis test, an indirect influence test will be carried out using the AMOS device. The indirect influence test is a relationship of pathways that have at least one variable as an intermediary (Hair et al., 2019).

Sample

Respondents in this study will be taken using convenience sampling, witha total of 200 respondents. This method means that sampling is carried out based on the wishes of the author by considering several things to suit the purpose of the study.From the calculation above, the conclusion isthat the sample in this study was 196 respondents, where the sample to be used asteachers and educators within the scope of elementary, junior high, and high school in Jabodetabek, but the researcher used 200 respondents to reduce errors in respondents and get closer to the population.

Results and Discussion

Characteristics of Respondents

Respondents in this study were mostly women with a total of 142 people (71%). While respondents with male gender amounted to 58 people (29%). While in termsof age varies. The age range of 26 to 60 years with most respondents 53 years old with a total of 14 people (7%). Then, the majority of respondents in this study had thelast education, namely S1 with a total of 146 people (73%). The frequency of teaching duration in years.

Table 1. Standardized Loading Factors

Latent	Indicator	Standardized Loading Factor (SLF)	SLF > 0.5
Critical Thinking	X1	0,780	Valid
	X2	0,761	Valid
	X3	0,853	Valid
	X4	0,808	Valid
Collaboration Capabilities (KK)	X5	0,702	Valid
	X6	0,712	Valid
	X7	0,846	Valid
	X8	0,539	Valid
School Vision (VS)	X9	0,800	Valid
	X10	0,364	invalid
	X11	0,690	Valid

Latent	Indicator	Standardized Loading Factor (SLF)	SLF > 0.5
Emotional Intelligence (KE)	X12	0,690	Valid
	X13	0,699	Valid
	X14	0,790	Valid
	X15	0,742	Valid
	X16	0,821	Valid
School Environment (LS)	X17	0,801	Valid
	X18	0,714	Valid
	X19	0,519	Valid
	X20	0,778	Valid
	X21	0,746	Valid
Principal's Managerial Creativity (KMKS)	X22	0,178	Invalid
	X23	0,540	Valid
	X24	0,706	Valid
	X25	0,687	Valid
	X26	0,616	Valid
Teacher Performance (KG)	X27	0,768	Valid
	X28	0,559	Valid
	X29	0,797	Valid
	X30	0,844	Valid
Student Learning Outcomes (HBS)	X31	0,750	Valid
	X32	0,730	Valid
	X33	0,766	Valid
	X34	0,711	Valid

Source: Research Data, 2023

The respondents' teaching duration ranged from 1 – 39 years. This study obtained respondents with the most teaching duration, namely for 20 years with a total of 16 people (8%).

Measurement Model
The construct reliability coefficient value is computed using standard factor load values derived from the output of the AMOS calculation. The resulting value is summarized in the following Figure 3:
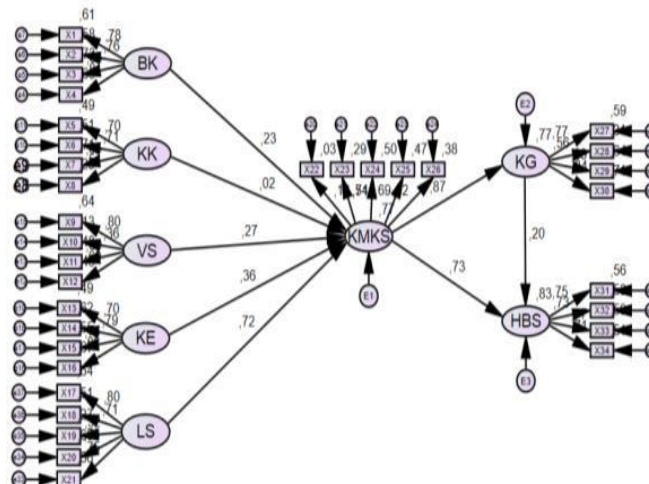
Figure 3. Image of Initial Standardized Loading Factors Estimation Results
Source: Research Data, 2023.

Based on the results of the estimated value of the standardized loading factor presented in the figure above, it can be seen that there are indicators that have a standardized loading factor value of less than 0.5.Because there is a standardized loading factor value of the indicator smaller thanthe critical value, the indicator has poor measurement validity so it must beexcluded in the model. The following are presented the results of the standardized loading factor after eliminating the X10 and X22 indicators.
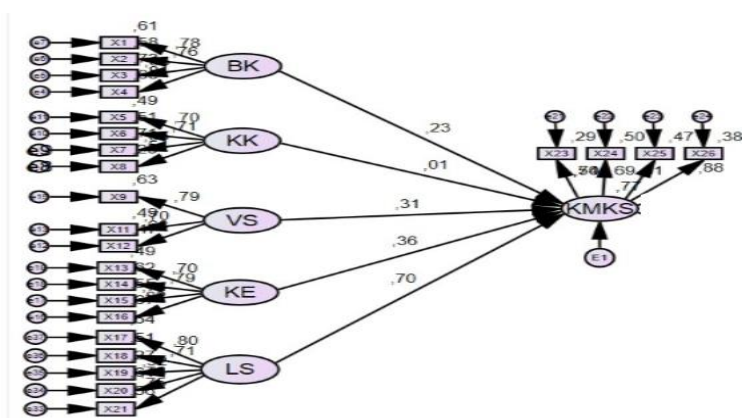
Figure 4. Estimation Results of Standardized Loading Factors
Source: research data, 2023.

Table 2. Final Standardized Loading Factors

Latent	Indicator	Standardized Loading Factor (SLF)	SLF > 0.5
Critical Thinking	X1	0,780	Valid
	X2	0,762	Valid
	X3	0,852	Valid
	X4	0,807	Valid
Collaboration Capabilities (KK)	X5	0,702	Valid
	X6	0,712	Valid
	X7	0,846	Valid
	X8	0,540	Valid
School Vision (VS)	X9	0,794	Valid
	X10	0,698	Valid
	X11	0,682	Valid
	X12	0,699	Valid
Emotional Intelligence (KE)	X13	0,789	Valid
	X14	0,743	Valid
	X15	0,821	Valid
	X16	0,780	Valid
School Environment (LS)	X17	0,801	Valid
	X18	0,713	Valid
	X19	0,518	Valid
	X20	0,778	Valid
	X21	0,746	Valid

Latent	Indicator	Standardized Loading Factor (SLF)	SLF > 0.5
Principal's Managerial Creativity (KMKS)	X22	0,537	Valid
	X23	0,705	Valid
	X24	0,689	Valid
	X25	0,614	Valid
	X26	0,768	Valid
Teacher Performance (KG)	X27	0,557	Valid
	X28	0,796	Valid
	X29	0,842	Valid
	X30	0,748	Valid
Student Learning Outcomes (HBS)	X31	0,729	Valid
	X32	0,764	Valid
	X33	0,710	Valid
	X34	0,801	Valid

Source: Research Data, 2023

Based on the results of the estimated value of the standardized loading factor presented in the figure above, it can be seen that there areindicators that have a standardized loading factor value of less than 0.5 but still above 0,3. Because all standardized loading factor indicator values are less than 0.5 but still above 0,3, all indicators can be concluded that all indicators have good measurement validity.

Table 3. Test Reliability

Latent	Construct Reliability	Conclusion
Critical Thinking (BK)	0,877	Reliable
Collaboration Capabilities (KK)	0,797	Reliable
School Vision (VS)	0,769	Reliable
Emotional Intelligence (KE)	0,849	Reliable
School Environment (LS)	0,882	Reliable
Principal's Managerial Creativity (KMKS)	0,733	Reliable
Teacher Performance (KG)	0,833	Reliable
Student Learning Outcomes (HBS)	0,827	Reliable

Source: Research Data, 2023.

Based on the Table 3, it can be seen that all latent variables have Construct Reliability (CR) coefficient values greaterthan or equal to critical values (CR ≥ 07).This shows that all these latent constructshave good reliability

Table 4. Hypothesis Testing

Hypothesis Testing	Path Coefficient	T-count	P- value (0.05)	Conclusion
KMKS ← BK	0,225	2,769	0,006	Significant
KMKS ← KK	0,007	0,085	0,932	Insignificant
KMKS ← VS	0,315	2,767	0,006	Significant
KMKS ← KE	0,362	3,313	***	Significant
KMKS ← LS	0,699	6,049	***	Significant

KG ← KMKS	0,877	10,384	***	Significant
HBS ← KMKS	0,765	4,487	***	Significant
HBS← KG	0,168	1,001	0,317	Insignificant

Source: Research Data, 2023.

Conclusion

Based on the results of the analysis that has been done before, it can be concluded that:
1. Critical Thinking (BK) has a significant influence on the Principal's Managerial Creativity (KMKS).
2. Collaboration Ability (KK) does not have a significant influence on the Principal's Managerial Creativity (KMKS).
3. School Vision (VS) has a significant influence on the Principal's Managerial Creativity (KMKS).
4. Emotional Intelligence (EC) has a significant influence on the Principal's Managerial Creativity (KMKS).
5. The School Environment (LS) has a significant influence on the Principal's Managerial Creativity (KMKS).
6. The Principal's Managerial Creativity (KMKS) has a significant influence on Teacher Performance (KG).
7. The Principal's Managerial Creativity (KMKS) has a significant influence on Student Learning Outcomes (HBS).
8. Teacher Performance (KG) does not have a significant influence on Student Learning Outcomes (HBS).

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